

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2005-2006

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2004-2005

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2004-2005

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

**Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program,
2001-2002 Third Year Cohort Update**

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2001-2002 Cohort Update

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2006, the relevant information is for those completing program requirements in academic year 2004-2005. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2004-2005: ____105____

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2004-2005? __15__

3. Please provide the numbers of supervising faculty who were:

__2__ Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

__1__ Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

__3__ Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among

institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2004-2005:
_____6_____

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):
_____2.5/1_____

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: _____25_____ hours. The total number of weeks of supervised student teaching required is _____30_____. The total number of hours required is _____750_____ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
_____x_____ Yes _____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes _____x_____ No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

See attached.

The Education Department at Albertson College of Idaho requires all candidates to complete a major in a content field prior and a minor in education prior to a fifth-year internship. Candidate may apply to the fifth year certification program or to an Master of Arts and Teaching (MAT) program that involves taking additional coursework during the summer prior to and the summer following the year-long internship. The Education Department recruits students with strong potential as future teachers and assures excellent preparation in content as well as pedagogy. High expectations and high standards for students help assure a cohort of preservice teachers who are talented, capable and committed with a "passion for teaching"

Because Albertson College of Idaho values higher level learning, the education program extended its academic base, especially for prospective elementary teachers, by requiring a major field of study in one of the traditional Liberal Arts disciplines of the college.

The development of a more collaborative model: The Education program established strong associations among the Department, the larger campus community, and primary and secondary schools to create an Educational Renewal Network. The Education program at the college includes a series of experiences in local schools and the recruitment of local teachers as mentors and adjunct college instructors. The fifth year preservice teachers intern at a school setting in an expanded and enhanced version of student teaching. The College is committed to seeking sites that reflect the desire of the institutional renewal and that reflect Idaho's diverse population.

A shift to developmental perspective: While the Education program currently encourages personal exploration, reflection, and problem-solving and aides the preservice teacher in beginning to construct an appropriate teaching identity, collaboration with Professional Development sites and with members of the Educational Renewal Network strengthens that perspective. In addition, intense Winter Term experiences in schools during the sophomore and junior years as well as in the fifth year internship enhance the preservice teacher's development. Albertson College graduates enter the profession not only committed to a life-long learning, but with experience conducting research. MAT graduates complete a thesis and an individual Professional Development Plans that guide them in their initial growth as teachers committed to their own continuous learning. Certification-only students complete an action research project during their internship year.

A more in-depth use of technology: To prepare teachers for working in twenty-first century classrooms, there is an increased need to integrate technology and instruction. Future teachers need to be able to develop lessons using multimedia, incorporate Internet resources as part of learning and communicate with colleagues across long distances. We have incorporated technology into the program to accomplish those goals.

In addition, because traditionally teacher certification has been determined by the completion of coursework and passing a standardized test, there needs to be more thorough means to evaluate potential teachers. In keeping with many professional development programs, Albertson College moved to portfolio assessment. Currently education students develop portfolios that they and their mentors use to assess their potential as effective classroom teachers, their mastery of best practice and their accomplishment of individual development goals.

A shift to transformative perspective: It is the goal of the education program to prepare teachers who will be educational leaders. It is our intent to continue to offer educational experiences that promote and create a more just and democratic society, that prepare future teachers to incorporate technological advances in curriculum, that encourage future teachers to participate in curriculum development and school renewal, and that promote a "pedagogy of caring" through community service.

A heightened public awareness of the role, needs and contributions of America's elementary and secondary schools must be created in America's citizens for the future prosperity of the country. There has been much public criticism of America's schools, both pre- and post-secondary, and some of the criticisms have been warranted. There have also been meaningful responses by visionary citizens and enlightened educational leaders and institutions. The public must be made aware of meaningful responses within America's educational system to the criticisms of the public and to the challenges of the new century. The graduates of America's pre- and post-secondary institutions must understand their responsibility in assuring quality schools and colleges, for the preservation and benefit of the country. Liberal Arts colleges such as Albertson College of Idaho, in partnership with progressive schools and school districts, can help assure the informed and committed citizenry essential in transforming America's schools to assure America's prosperity and leadership in the new century.

The Mission Statement of the Education Department

The mission of the Education Department at Albertson College of Idaho is to prepare prospective teachers who are committed to developing the abilities of all learners. Our program is grounded by a foundation in the liberal arts, dedicated attention to professional development, concern for the individual, moral integrity, a belief in democracy and community, a concern for the planet we live on.

The Conceptual Framework

The Teacher Certification Program at Albertson College strives to be an educative learning community that encourages personal and community growth. It is a community where students are provided with a reflective caring environment and where students are offered a vision of schooling that promotes and helps create a more just and democratic society.

An educative learning community

...counters the image of the teacher as a “technician” with one of the teacher an active participant in issues that affect the larger educational community. Rather than avoid a discussion of values, this perspective advocates the necessity of such discussions because teaching is, at its core, a value-laden enterprise. Our program, based upon student cohorts which learn and grow together, encourages the ongoing “conversations” about meaningful issues central to a liberal arts education.

...adopts the position that a hopeful, democratic future depends upon educators committed to emancipatory education. It reflects Landon Beyers’ description of an emancipatory curriculum in teacher education as one that is designed to emphasize the following: equal access to knowledge, images of human equality, development of a “critical consciousness,” self-reflectivity, creativity, cultural acceptance, moral responsibility, democratic empowerment, and a pedagogy of caring.

...takes a constructivist perspective toward classroom practice in which learning is seen as active, purposeful, and generated from within. This perspective, rooted in Piagetian principles of development and drawing on Vygotsky, extends the assumption of the construction of knowledge from one that is primarily an individualized and internal process to one that more comprehensively encompasses social foundations of thinking. In this view, knowledge is not only embedded in socio-historical and socio-cultural elements, but is actually generated through shared interactions and individual internalization.

Program Structure Overview

The Educative Learning Community model provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across the five-year program. Key elements of an Educative Learning Community include:

An Innovative Curriculum

Integrated Field Experiences

Portfolio Assessment

A Commitment to Diversity

A Commitment to Technology

Candidate Proficiencies based upon Professional Standards

Curriculum

The Albertson College Education curriculum emphasizes the development of a strong and well-articulated teaching identity. The faculty agrees with the link between self and teaching expressed by Parker Palmer. “When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life--and when I cannot see them clearly I cannot teach them well.” Consequently, course work emphasizes an exploration of self and teaching. The

psychological, sociological, and philosophical contexts of the larger educational community are examined from the framework of an emerging teacher identity.

Field Experiences

All course work in the teacher certification program at Albertson College includes opportunities for field observation and participation in local schools. Bridging theory and practice through such experiences endorses Dewey's notion that all genuine education comes about through experience. Experience alone is not enough, however. Whether experiences are educative or miseducative depends upon whether they can "lead preservice teachers to become students of education, open to reflecting about their experiences, able to be active constructors of effective learning environments, and able to solve the complex problems of daily classroom life" (Evertson, 1990). The field experiences in the Albertson College program are sequenced to meet the needs of preservice students for: focused observations, one-on-one tutoring, working with small groups, and classroom teaching under the guidance of teaching mentors.

Fifth Year Clinical Practice

Undergraduate coursework infused with field experiences leads to a fifth year internship in a local partner school. The student intern spends a structured school year in clinical practice under the supervision of a college supervisor, lead k-12 classroom teachers, and a school administrator. In addition to teaching experience under the guidance of a master teacher, the interns build on and expand their knowledge base through the use of action research. The internship prepares students to use the findings of other researchers, to expand knowledge through personal research, and to participate with other faculty as contributing members of our educative learning community.

Master of Arts and Teaching

Candidates who apply to and are accepted in the MAT program take coursework in advanced technology, research design and leadership during the summer prior to the internship. During the internship year they gather and analyze data for their thesis. The summer following internship, they complete the writing of their thesis, complete their leadership training, and develop a long-range professional development plan. This program prepares educational leaders.

Assessment

The program at Albertson College utilizes a performance-based assessment process before, during and after program completion. A Portfolio process based upon authentic performance indicators for entry-level teachers (INTASC) provides an in-depth, continuous progress assessment system that includes reviewing and scoring of student portfolios at several points in the program. Student portfolios are presented to evaluators that include Education faculty, faculty from the College community and k-12 teachers.

Commitment to Diversity

The Education Department's conceptual framework reflects our commitment to support learning for all students and provides an understanding of how knowledge, dispositions, and skills related to diversity are integrated throughout the program. The notion of a self-sustaining learning community includes the understanding that diversity is to be celebrated. A healthy community is one that builds on the diverse strengths of its members.

Commitment to Technology

The Education Department's conceptual framework reflects our commitment to preparing candidates who are able to use educational technology to help all students learn. Curriculum has been redesigned to model technology-infused lessons. Students are required to take and pass the Idaho State Technology Competency Test as part of their second student portfolio presentation.

Candidate Proficiencies

The Education Department's conceptual framework is aligned with Professional/State Standards and provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards in the following ways:

Departmental standards have been analyzed and aligned with Idaho State Professional Standards

The Portfolio process of assessment has been structured around INTASC standards for entry-level teachers

Teacher Certification Program Coursework

Freshman Year: Students form a cohort. During this year, they take their general graduation requirements and participate in a one-unit (fall and spring) education seminar. Students will participate in a community service project of their choice

Fall	EDS 100 Self and Schooling 1 unit
Year	Volunteer work

Sophomore Year: Students continue to complete the necessary coursework toward general graduation requirements, major (or minor) requirements and certification requirements. Seminars continue during the Fall and spring semesters with the involvement of ACI faculty. Preservice teachers work with an In-service Teacher Mentor. During the Winter Term, students engage in a six-week experience in the schools. This experience includes coursework and observations of K-12 students, discussions with classroom teachers, and other experiences. The Winter Term Experience is also an opportunity for preservice teachers to explore their assumptions about education, students, and teaching.

At this time students begin their portfolios which ultimately determine the completion of the standards set forth by the education department. At the end of the sophomore experience, eligible students formally apply to the Teacher Education Program.

Fall	EDS 200	Ethnographies	1 unit
Winter	WTE 202	(Introduction to Teaching)	3 units
	WTE 221	(Educational Psychology)	3 units
Spring	EDS 250	Researching Schools	1 unit
Winter+	Portfolio construction begins and continues		

Junior Year: Academic work continues as preservice teachers pursue the requirements for their major and/or minor and certification. During the fall and spring semesters, preservice teachers work closely with a master teacher who help them reflect upon practice. During the Winter Term, preservice teachers again work in the schools. The focus of this experience is literacy. Coursework includes development of literacy (including language development, reading, writing, spelling), and content area literacy. Preservice teachers, under the supervision of mentor teachers, develop, teach, and evaluate lessons using a wide array of strategies.

Fall	EDS 300 History of Educational Reform	1 unit
Winter	WTE 302 Literacy Development	3 units
	WTE 303 Literacy in Content Areas	3 units
Spring	EDS 350 Current Trends in Education	1 unit

Year	Portfolio construction continues
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Senior Year: Academic work continues as preservice teachers pursue the requirements for their major and/or minor and certification; at the end of the year, preservice teachers should have completed all general graduation requirements and all major and minor requirements. In-service teachers and ACI professors continue to assist in seminars and methods coursework. Winter Term is open for on-campus coursework or study abroad. Spring Term includes a PDS placement where preservice teachers concentrate on general methods coursework and classroom management strategies. This year studies divide along elementary and secondary lines, with appropriate subject matter placements for secondary level preservice teachers. Portfolio evaluation and interviews determine a student's placement in the internship.

Fall	EDS 400 Philosophy of Education	1 unit
Spring	EDS 450 Diversity in Schools	1 unit
	SSE 440 Curriculum and Instruction	4 units
Year	Portfolio construction continues	

Fifth Year

The preservice teachers serve a year-long internship at a Professional Development Site. For elementary preservice teachers, the coursework during this time includes methods in social studies, science, math, health, PE, music and art. For secondary students, coursework includes special methods which apply to each endorsement area the preservice teacher is pursuing. The preservice teachers work to complete their portfolios, complete an action research project, and satisfy all graduation requirements. Before graduation, preservice teachers complete a five-year plan for professional development based on a personal assessment and in collaboration with mentors and college faculty.

Fall	EDS 500	Internship	12 units
Winter	EDS 500	Internship	6 units
Spring	EDS 500	Internship	12 units
Year	Action Research Project		
Year	Portfolio construction continues		

Assessment

The primary means of assessment is a portfolio. All students in the Education Program at ACI are expected to complete a portfolio. The portfolio is presented to the Department at various times during the program and provides the department additional information about how well students are progressing in their effort to become a teacher. Creating the portfolio provides the student with a valuable learning experience; it gives the student an opportunity to set his/her own educational goals, to evaluate how the student is doing in an effort to reach these goals, to see how personal professional goals match the goals of ACI's Teacher Education Program, and to develop a professional portfolio for future use.

The portfolio process is one of collection, selection, and reflection. Students begin by collecting samples of work to be included in the portfolio. They select artifacts which best demonstrate the standard or class outcome they are focusing on. If more than one artifact is chosen, each contributes to a demonstration of growth or progress. Finally, students reflect upon what they have done. This reflection helps the students see what they have accomplished and what they need to continue to work on. The portfolio serves as a record of accomplishments and a guide for continuing learning efforts.

Portfolios are formally evaluated four times during the course of the Teacher Preparation program.

1. Student Portfolio #1: Upon completion of WTE 201 Introduction to Teaching

Because this Portfolio will be part of the process of application and acceptance into the Teacher Education Program, the central theme concerns the student's interest in and commitment to teaching and learning. Included are materials providing evidence that the student is a quality candidate for the Teacher Education Program. For example, a student might show evidence of: a reflective attitude toward teaching and an emerging identity as a teacher as exemplified in her teaching metaphor, her commitment to being an educator, personal or unique qualities that will make the student a good teacher, an understanding of how children develop and learn, an involvement in the educational community.

2. Student Portfolio #2: Due at the end of the Junior Year

In the second Portfolio the portfolio should include evidence of a student's knowledge of the subject matter he will teach, his knowledge of the growth and development patterns of children, his ability to understand and apply literacy strategies in the classroom. In addition, he should begin to collect evidence of his ability to communicate clearly, think reflectively, use educational technology, motivate learners, and become more involved in community service.

3. Professional Portfolio #1: Due when applying for the Internship Year

The first Professional Portfolio should include at least one artifact for each of the 10 entry level INTASC teaching standards. In addition to those where a student has already begun to collect material, she should be able to add evidence of her abilities in: planning for instruction, integration of technology in instruction, and using multiple instructional strategies,

4. Professional Portfolio #2: During the internship year:

It is important to realize that the audience for this portfolio includes not just those involved in the student's preparation to teach, but also perspective employers. Students will need to include such things as a philosophy of teaching, a resume, and other items that would be helpful in attaining a teaching position. Artifacts should give evidence of the student's ability to:

...ability to apply the ideas, understandings and theories learned earlier in the program,

...ability to involve the community in learning,

...ability to develop a positive rapport with students,

...ability to plan and manage instruction,

...initiative and independence as a life-long learner,

...ability to work cooperatively with others,

...ability to adapt instruction to meet individual needs,

...ability to develop effective curricular materials.

Other assessment tools include a minimum of a 2.75 GPA for admittance into the Teacher Certification Program and a desire to be a teacher as evidenced by involvement in coursework, classrooms and volunteer work. The MAT requires a 3.0 for admission. The thesis is also an important part of the assessment system for the MAT candidates.

Section IV. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

__Dennis D. Cartwright _ Name of responsible institutional representative
for teacher preparation program

_Education Department Chair/ Director of Education Programs__ Title

Certification of review of submission:

_____ (Signature)

__Robert Hoover_____ Name of President/Chief Executive (or designee)

_ President _____ Title